

MYLES W WHITLOCK JUNIOR HIGH

364 Successful Way
Spartanburg, South Carolina 20303

GRADES 7-9 Middle School

ENROLLMENT 656 Students

PRINCIPAL Virginia A. Jones 864-594-4482

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	31	13

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Unsatisfactory	N/A
2002	Below Average	Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Average	No

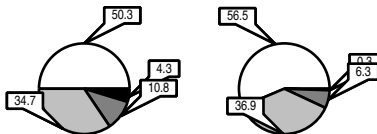
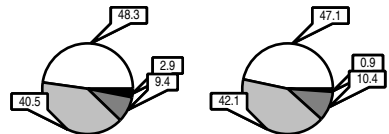
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	399	98.0	56.3	37.1	6.3	0.3	12.9	No	Yes
Gender									
Male	194	97.4	63.9	31.3	4.2	0.6	8.4		
Female	205	98.5	49.5	42.4	8.2	0.0	16.8		
Racial/Ethnic Group									
White	56	96.4	42.6	40.4	14.9	2.1	29.8	Yes	Yes
African-American	325	98.2	58.8	36.1	5.2	0.0	10.0	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	50.0	50.0	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	307	99.4	50.2	41.8	7.7	0.4	15.8		
Disabled	92	93.5	77.9	20.8	1.3	0.0	2.6	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	399	98.0	56.3	37.1	6.3	0.3	12.9		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	390	98.0	56.1	37.3	6.4	0.3	13.0		
Socio-Economic Status									
Subsidized meals	343	98.0	59.6	36.4	4.0	0.0	10.3	No	Yes
Full-pay meals	56	98.2	35.4	41.7	20.8	2.1	29.2		

Mathematics - State Performance Objective = 15.5%									
All Students	399	98.5	50.0	34.9	10.9	4.3	20.6	Yes	Yes
Gender									
Male	194	97.4	49.4	35.5	11.4	3.6	21.1		
Female	205	99.5	50.5	34.2	10.3	4.9	20.1		
Racial/Ethnic Group									
White	56	98.2	42.6	31.9	14.9	10.6	36.2	Yes	Yes
African American	325	98.5	51.9	35.4	9.6	3.1	17.5	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	50.0	37.5	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	307	99.7	42.9	38.1	13.6	5.5	24.5		
Disabled	92	94.6	75.3	23.4	1.3	0.0	6.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	399	98.5	50.0	34.9	10.9	4.3	20.6		
English Proficiency									
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	390	98.5	49.7	35.3	10.7	4.3	20.5		
Socio-Economic Status									
Subsidized meals	343	98.5	52.0	34.8	10.9	2.3	19.2	Yes	Yes
Full-pay meals	56	98.2	37.5	35.4	10.4	16.7	29.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	206	93.7	53.9	40.4	5.6	5.6
	Grade 8	218	95.4	57.1	37.7	5.2	5.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	209	98.5	57.9	36.4	5.1	5.6
	Grade 8	193	97.4	55.7	37.2	7.1	7.1

Mathematics							
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	206	98.5	49.7	32.4	14.1	17.8
	Grade 8	218	98.2	53.6	41.3	4.6	5.1
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	209	99.0	45.6	33.8	15.4	20.5
	Grade 8	193	97.9	56.5	34.8	6.0	8.7

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 656)				
Students enrolled in high school credit courses (grades 7 & 8)	36.3%	Up from 5.3%	9.3%	14.6%
Retention rate	9.1%	Up from 8.5%	4.2%	3.0%
Attendance rate	91.3%	Up from 89.8%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.7%		9.3%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%		8.9%	5.3%
Eligible for gifted and talented	7.9%	Down from 8.8%	6.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.8%	Up from 19.0%	14.9%	13.9%
Older than usual for grade	9.0%	Down from 9.2%	7.5%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Down from 2.9%	1.2%	0.9%
Annual dropout rate	0.4%	Down from 0.7%	0.0%	0.0%

Teachers (n= 54)				
Teachers with advanced degrees	61.1%	Up from 50.0%	47.4%	48.7%
Continuing contract teachers	79.6%	Down from 88.5%	70.7%	81.7%
Highly qualified teachers**	81.6%	N/A	88.1%	90.4%
Teachers with emergency or provisional certificates	2.0%		13.4%	5.3%
Teachers returning from previous year	85.3%	Down from 86.4%	76.5%	85.1%
Teacher attendance rate	93.8%	Down from 95.0%	94.4%	94.8%
Average teacher salary	\$42,863	Up 6.3%	\$38,739	\$40,566
Prof. development days/teacher	12.2 days	Up from 9.7 days	12.0 days	11.0 days

School				
Principal's years at school	1.0	Down from 2.0	2.0	3.3
Student-teacher ratio in core subjects	16.8 to 1	Up from 16.4 to 1	18.8 to 1	21.3 to 1
Prime instructional time	83.3%	Up from 83.0%	87.5%	89.3%
Dollars spent per pupil*	\$7,672	Down 1.6%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	62.0%	Up from 61.3%	60.1%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	64.0%	Down from 68.9%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Whitlock Junior High School is one of three junior high schools in Spartanburg County School District Seven. The school was named for Myles W. Whitlock, who served on the Board of Education from 1957 until 1981. Located on forty-five acres on the outskirts of the city, Whitlock serves over 600 students, largely from the inner city.

The staff at Whitlock is committed to providing a safe, productive learning environment for our students. The measures taken to accomplish these goals began with the development of a School Renewal Plan for 2003-2004. Departmental meetings were held during common planning times to create standards-based units of study that were incorporated into long-range plans and weekly lesson plans. Progress was measured at regular intervals during the year through benchmark tests and common exams.

Administrators, guidance counselors, mentors, the School Improvement Council, and PTSO members researched and implemented a variety of strategies to reduce discipline problems and to keep classroom disruptions to a minimum. As a result, there was a reduction in the number of discipline referrals, the number of retentions, and the number of students attending summer school.

MAP testing was another instrument used to assess student progress in language arts and math. In addition, language arts and math specialists were available as a resource during the school year. A schoolwide portfolio system and classroom libraries were used to support literacy across the curriculum. Our Educational Leadership Team was responsible for organizing exciting learning activities during the school year, especially during Black History Month. The continuation of the Extended Learning Time classes (90-minute blocks) for language arts and math gave teachers time to work with students who needed extra help in those areas. The Warrior Academy Program (after school) gave students an additional opportunity to get help with homework.

As we continue to communicate high expectations for our students and to use a "No Excuses" approach to teaching and learning, we certainly expect to see a steady increase in student achievement.

Virginia Jones, Principal

Rashaad Fitzpatrick, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	51	165	30
Percent satisfied with learning environment	60.0%	60.5%	73.3%
Percent satisfied with social and physical environment	66.7%	71.7%	58.6%
Percent satisfied with home-school relations	5.9%	77.1%	53.3%

*Only students at the highest middle school grade level at this school and their parents were included.